



Video/English/Subject Lesson Plan and Guide

Turn our videos into exciting and informative ENGLISH as well as subject experiences using our lesson plan below.

A Stone Age barrow

Where does the video go when it's not on the home screen?
New and recent videos appear on the home screen. But then they always go to and stay in the subject areas.

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What a Stone Age barrow was like: teacher guide

This Lesson Plan and Guide matches the video Stone Age barrow in Stone Age and Celts history sections (and in search).

So, if you want to cover

- GPS and comprehension
- Stone Age features grand buildings,
- Location of prehistoric settlements
- Ancient customs
- Tourism

and also fit them into the time you have allocated to English, here is a way to do it using our video Stone Age barrow.

This Stone Age barrow is Wayland's Smithy on the Berkshire Hills.

- It is close to Uffington Castle, White Horse, Avebury and Stonehenge.
- We have videos on all of these.

You will find lots of information on pages 16-19 of the Stone Age book.

This is a long barrow, a very early royal(?) burial chamber. It has sarsen stones just like other Stone Age monuments.

This is an aerial video showing the feature to its best advantage.

1. Play the video right through. This is a drone video, so it gives a unique view, but also moves slowly, so there is plenty of time for discussion. It is extremely important that you help students to look for detail. The questions will help with that, but using a video as a primary source is like an archaeologist looking at remains: it needs a practised eye.

Tell students that on a second run through they will need to find some facts and write them down. That is, familiarity with information will allow you to get more from it. Students should always see the point of reading, listening or watching something containing information more than once. That is good research technique. They may very well use that skill in the jobs in later life.

2. Give out the worksheet below. Tell students they have to use the video as a primary source in order to answer the questions. The questions are designed to extract facts, summarise and finally to provide a challenge for discussion and development. Keep them all in, or select as you feel appropriate.

Keep in mind that this is also a good opportunity to get students to research background knowledge.

Here are places on our website they can do that

a. Specific: pages 16-19 of the Stone Age book.

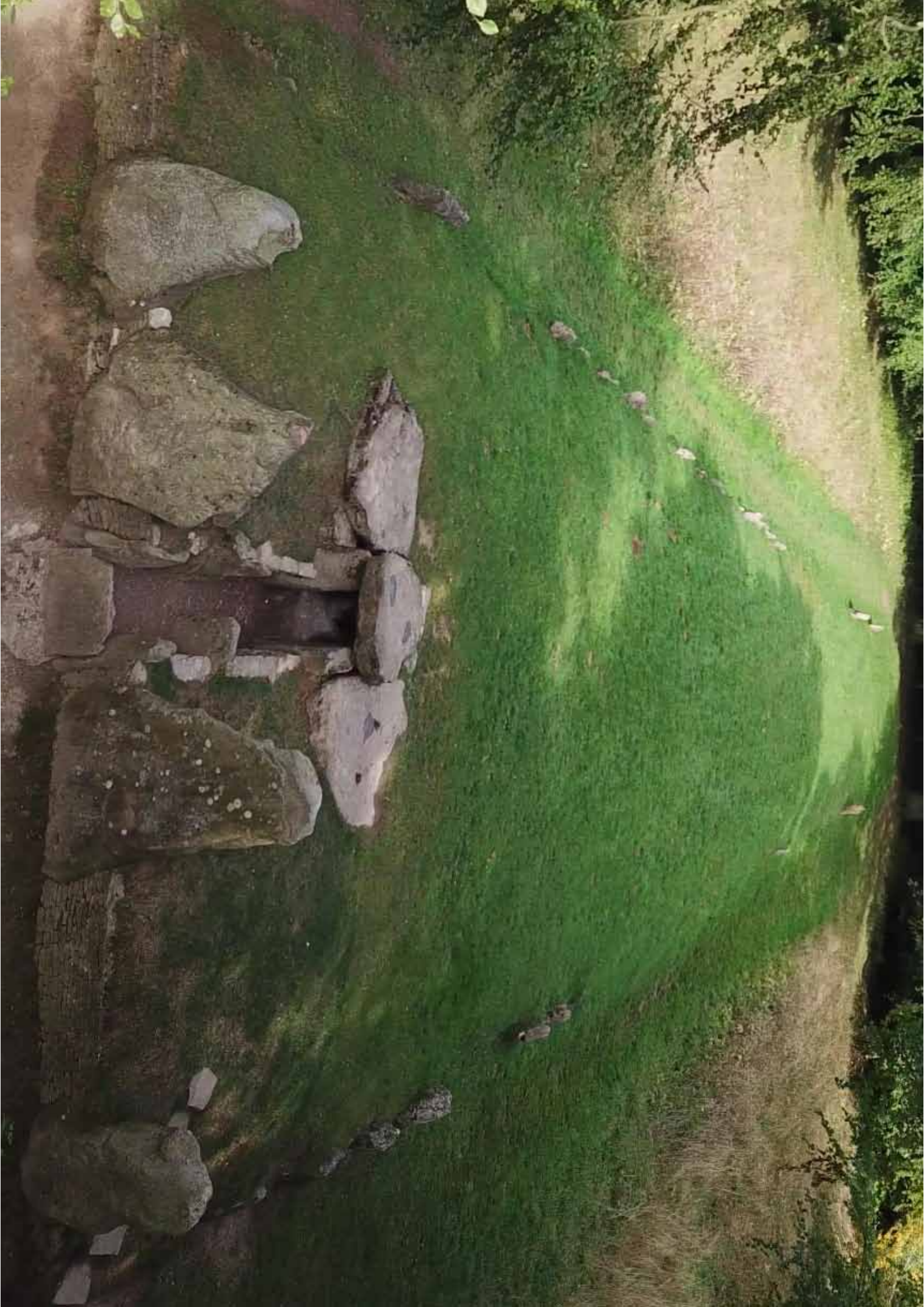
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b. General: Stone Age, and of course Stonehenge, Avebury and so on.

At the end of the questions, students should have understood

1. That Stone Age people could build on a gigantic scale
2. That they mostly built for religious purposes
3. That they chose open and upland sites

Worksheet



Why did people build barrows?

1. What does the word barrow mean?
2. What kind of person was buried in a barrow?
3. Why is the barrow on a high ridge?
4. What other Stone Age monuments are near to this one (Wayland's Smithy, Berkshire)?
5. Why was it important to make a barrow?
6. What did the big stones do?
7. What was originally on the big stones?
8. What did the entrance tunnel lead to?
9. What is most of the barrow made of?
10. Write a postcard to a friend in telling them about your visit to the Stone Age barrow.

And here are some generic gps questions you could add yourself:

14. Find and copy an example of a _____ from the video. (Noun, verb, fronted adverbial, adjective, conjunction)

15. Why do the words _____ have capital letters?

16. Write down a sentence from the text that contains punctuation. What is this punctuation used for?

17. The word _____ is a compound word. Write down the two root words it is made from.

18. Make a list of synonyms for the word _____

19. Write down any word that has a prefix in the text. Then think of two other words that have the same prefix.

20. Choose any word from the text and add a suffix.

21. Find a sentence that contains a subordinate clause. Write out the sentence and underline the clause.

22. Write down three words that come from the same word family as _____

23. Write the word _____ as a noun.

24. Write down all the compound words that have the word _____ in them that you can think of (ex: way)

25. Write down three adjectives from the text. Describe what each of them means.

26. Are there any modal verbs in the text (verbs that help to modify other verbs).

